DOCUMENT RESUME

ED 284 769 SO 018 111

AUTHOR Chastain, Marsha; Glendenning, Owen
TITLE The Museum Connection, Grade Four: Life at Home 1840-60. Unit III, Draft #2.
INSTITUTION Mount Vernon School District, IN.
PUB DATE 87
NOTE 75p.; For related documents, see SO 018 112-113. Some of the pictures and charts may not reproduce clearly.
PUB TYPE Guides - Classroom Use - Guides (For Teachers) (052) -- Historical Materials (060)

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS Childrens Games; Cross Cultural Studies; Educational History; Family History; *Family Life; Grade 4; History; Homemaking Skills; Instructional Materials; Intermediate Grades; *Local History; Primary Sources; Reference Groups; Research Tools; Resource Materials; *Social Environment; *Social History; *Subcultures
IDENTIFIERS *Indiana (New Harmony)

ABSTRACT

Because historical objects have a powerful presence, they can be equally powerful as educational tools. Historic sites and the professionals who staff them are uniquely qualified to deal with these objects and their context. By teaching students methods of interpreting artifacts and documents, youngsters can develop higher-level cognitive skills that will serve them well all their lives. "The Museum Connection" is an educational program designed to teach these skills. It consists of three distinct projects. The first set, which includes pre- and post-tests, has among others the following purposes: (1) to compare and contrast the use of rooms and appliances available in mid-nineteenth century homes with those in modern homes; (2) to describe a scenario of what life would be like if a "black-out" occurred; (3) to be introduced to the procedure taken in reading a historical document such as a will or an account book; (4) to role-play a tea-party of the time period; (5) to create and evaluate a family tree; (6) to be introduced to the Minerva Society; (7) to experience what school was like in the nineteenth century; and (8) to compare and contrast children's games of the past to present-day games. (BZ)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED284769

THE MUSEUM CONNECTION

GRADE FOUR

LIFE AT HOME 1840-60

UNIT III - DRAFT #2

THE MSD OF MT. VERNON

Mt. Vernon, Indiana

1987

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Marsha Chastain

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

SO018111

ACKNOWLEDGMENTS

WRITERS

Marsha Chastain
Gifted and Talented Coordinator
MSD of Mt. Vernon

Mr. Owen Glendenning
Curator
New Harmony State Historic Site

ADMINISTRATIVE ADVISOR

Dr. John Emhuff
Assistant Superintendent

THE MUSEUM CONNECTION

A COLLABORATIVE PROJECT FOR CHALLENGE PROGRAM STUDENTS

MSD OF MT. VERNON
NEW HARMONY STATE HISTORIC SITE
INDIANA STATE MUSEUM

INTRODUCTION

Last spring, students in the fourth and fifth grades at Farmersville Elementary worked on-site at New Harmony State Historic Site. Students worked with historical documents and artifacts for one semester. When the fourth grade classes visited New Harmony for a field trip, students involved in the MUSEUM CONNECTION acted as curators. Some also became a part of the ongoing "Kids as Curators" club and helped to guide tours over the summer. The program was so successful that we are offering it to all Challenge students in the district this spring.

The program this spring will run for a nine week period. Curriculum has been revised and developed by Owen Glendenning, Curator of the New Harmony State Historic Site and Marsha Chastain, Coordinator of Gifted and Talented Education for the MSD of Mt. Vernon.

Because historical objects have a powerful presence, they can be equally powerful as educational tools. Historic sites and the professionals which staff them are uniquely qualified to deal with these objects and their context. By teaching students methods of interpreting artifacts and documents, students can develop higher-level cognitive skills that will serve them well all their lives.

THE MUSEUM CONNECTION is an educational program designed to teach these skills. It consists of three distinct projects. Fourth grade students will study HOME LIFE IN NINETEENTH CENTURY NEW HARMONY, (1840-60); fifth grade students will work with and reproduce a newspaper from THE OLD SLATER PRINT SHOP, (late 19th century); and sixth grade students will concentrate their studies on NEW HARMONY'S FIRST UTOPIANS, (1814-24).

PROGRAM GOALS:

1. To encourage collaborative educational programming by New Harmony State Historic Site, part of the Indiana State Museum System and the MSD of Mt. Vernon.

2. To develop and promote the use of historic sites as educational tools.

3. To develop a format for collaborative educational programming for use throughout the Indiana State Museum System.

4. To develop an appreciation for our heritage.

5. To develop an understanding of changes that have occured in society, both technologically and socially, since 1814.

6. To develop specific historical research skills appropriate to the abilities of the students.

MUSEUM CONNECTION

SCHEDULE

SPRING, 1987

Week of:

February 23 - in class

March 2 - New Harmony

March 9 - OM competition-class

March 16 - in class

March 23-SPRING BREAK-NO CLASSES

March 31 - New Harmony

April 6 - in class

April 7 - Grade five visits Evansville Press. (Leave school 9:45 A.M.)

April 8 - Grade six visits construstion site (TENTATIVE)
April 13 - New Harmony

April 20 - in class

April 27 - New Harmony

May 4-8 - SCHOOL FIELD TRIPS

May 6 -EVENING RECEPTION FOR ADMINISTRATORS, PARENTS, TEACHERS, STUDENTS, STATE OFFICE HOLDERS

NEW HARMONY MUSEUM CONNECTION

GRADE FOUR

HOMEWORK ASSIGNMENT 1A
"ROOMS AND TOOLS FOR LIVING"

1. Draw a floor plan of your home. Be sure to include the following information for each room:

   a. The name of the room

   b. A list of all the ways in which you use the room (ex. bedroom is used for sleeping, studying, playing, etc.)

   c. List all of the appliances found in the room. (ex. ceiling light, pencil sharpener, lamp, TV, VCR, radio, sink, shower, etc.)

   d. Write the name(s) of who claims this room. (ex. if it's your bedroom, write your name for this section.)

2. Fill in the daily log for each day of the week, starting with today. You will need to copy this form so that you have one page for each day of the week. Be sure to list all appliances and tools used for each hour. (A sink, light, refrigerator, etc. are all appliances)

DAILY LOG OF APPLIANCES USED AT HOME FOR WEEK OF FEBRUARY _____ TO MARCH _____

NAME: _____ DAY OF WEEK: _____

HOUR	TOOL OR APPLIANCE	PURPOSE OF USE	ROOM USED IN
6:00-7:00 A.M.			
7:00-8:00 A.M.			
8:00-9:00 A.M.			
9:00-10:00 A.M.			
10:00-11:00 A.M.			
11:00-12:00 Noon			
12:00-1:00 P.M.			
1:00-2:00 P.M.			
2:00-3:00 P.M.			
3:00-4:00 P.M.			
4:00-5:00 P.M.			
5:00-6:00 P.M.			
6:00-7:00 P.M.			
7:00-8:00 P.M.			
8:00-9:00 P.M.			
9:00-10:00 P.M.			
10:00-11:00 P.M.			
11:00-			

LIFE AT HOME 1840-60

GRADE FOUR PRE-TEST/POST TEST

NAME:

DATE:

ANSWER THE FOLLOWING QUESTIONS:

1. What are 6 appliances in your home that would not have appeared in the Fauntleroy home in the 19th century?

1.

2.

3.

4.

5.

6.

2. Tell of two items in the Fauntleroy home that would NOT appear as functioning appliances in our homes today.

3. What changes in technology have occured since 1840? (name 5)

1.

2.

3.

4.

5.

4. How has social life changed since 1840?

5. From studying the accounts of the Fauntleroy house, in what ways was life different then from our way of life today?

6. How was a tea party of the 19th century like a party you would go to today?

7. How was it different?

8. Which Fauntleroy do you think had the most impact on society? Why?

9. What was the Minerva Society?

10. What kind of people (occupations) might enjoy going to a Minerva Society type meeting today? Why do you think they would?

11. In what ways was school work of the 19th century different from the work you do in school today?

12. Which games of the past are most like our modern-day games?

13. What games that you play today, do you think a child of the 19th century might enjoy? Why?

14. Why do you think it's important to learn about the past?

LESSON ONE

CLASS MEETING ONE

TITLE: Rooms and Tools for Living

PURPOSES:

To administer pretest
To share 1A homework assignments
To compare/contrast use of rooms and appliances available in their homes
To describe a scenario of what life would be like if a "black-out" occured

MATERIALS NEEDED:

Homework 1A assignments
Paper
Pencil
Pre-test for unit

INTRODUCTION

The pretest for this unit will be administered during the first twenty minutes of the period. Afterwards, homework assignments will be shared and discussed. The discussion will lead into the homework assignment, which will be to create a scenario of life should a black-out in our nation occur.

ACTIVITIES:

1. Administer pre-test.

2. Share homework assignments. Discuss the purposes for different rooms in students homes. Discuss what appliances could we expect to find in a bedroom, bathroom, kitchen, den, etc. Discuss daily logs and appliances used daily by all of the students. Compare/contrast lists. Ask which appliances were used most often/least often.

3. Discuss room layouts. Ask how each home is suited to meet the needs. Discuss what improvements could be made to make it more ideal.

4. Collect homework assignments and bring them to second class meeting.

HOMEWORK 1B "BLACK-OUT!"

Have students imagine what life would be like without power.

Their assignment is to write a scenario of what life would be like for 24 hours, if the U.S. had a one year "black-out."

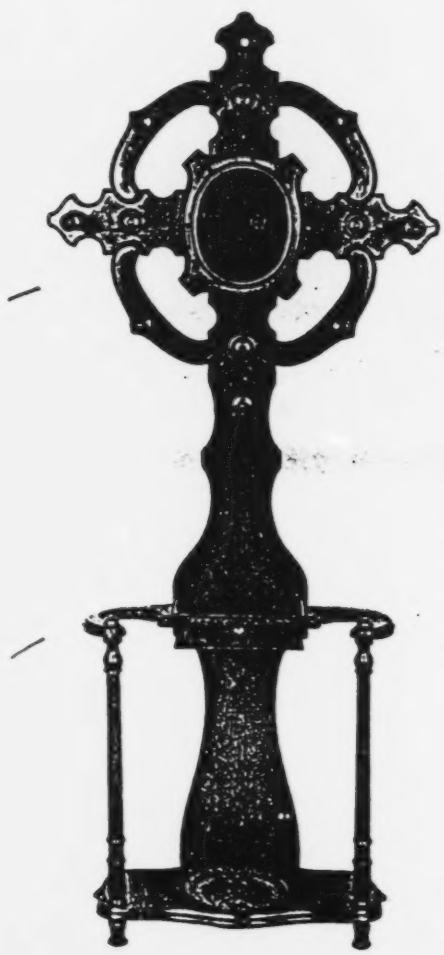
"The mother and children stayed at home, and the father went off to work each day.

This home was to be the opposite of the man's world; rather than an environment that bespoke commerce and trade, it was a miniature universe of culture and education for family and visitors. Here the arts and sciences of the museum, concert hall, and schoolroom were translated into the shells and other curios adorning the parlor, the prints and paintings on the walls, the piano or organ in the parlor, and the books in the library."

"The front entrance hall was the most obviously public space in the house, and an area of critical importance. It was a visitor's introduction to a home, and its decor was the first key to the character of both the dwelling and its inhabitants.

The upper section of the typical hall door included a window, and some door enframements contained side windows which allowed more light to enter the hall.

The vast majority of middle-class homes had narrow entry halls, and a hall tree or hall stand was the dominant decorative feature of the space, providing a place for hats, coats, walking sticks, and umbrellas. Almost all forms had a seat and a mirror, which not only reflected light, but assured individuals of their appearance before entering either the mannered space of the parlor or the public arena of the outside. If the hall stand was not equipped with a seat, a straight chair was usually provided for people to put on overshoes and for messengers or servants to rest while waiting."



56. Many hall stands had decorative elements with religious motifs, a signal to visitors that a Christian family lived within. Equipped with a pan and arms to hold umbrellas, as well as a central mirror so that visitors could adjust their appearance, this hall tree embodies both the cross and the quatrefoil. Wood, mirrored glass, and cast iron. American, c. 1880.

"From the entrance hall, guests were ushered into the room that served as the main social area of the home. Parlors reflected the family's wealth, dignity, and cultural development. They also symbolized both the closeness of the family group and its social communion with friends. Since the parlor generally served as a formal family gathering place, it was decorated to be instructive as well as attractive. Historical or religious prints, figurines, plants, flowers, and treasured mementos were placed on walls and mantles... a family displayed decorative artifacts and natural objects such as shells...

Popular since the 1850s, matched sets of parlor furniture--usually a sofa, a gentleman's chair, a side chair, and a lady's chair--reflected appropriate behavior in the parlor and the nature of ideal family structure. Gentleman's chairs were akin to thrones. They were always higher than lady's chairs, and the high backs and arms signified that men were expected to lean back and be comfortable. Lady's chairs had no arms. Armlessness allowed space for women's skirts and multitudinous petticoats, but also asserted the era's posture requirements for women--upright, away from the chair back, with their hands folded in their lap.

Many homes had both a furnace and a fireplace--they were a symbol of warmth. Here the family gathered in the traditional way. The center table was an alternate gathering spot for the family.

"The dining room was perhaps as important as the parlor, since it was where the often public and mannered ritual of eating occurred. A sideboard, a serving table, and a screen to hide the pantry door were essentials in the fashionable dining room. A center light generally hung over the table, low enough to avoid glaring in the eyes of diners and high enough not to hide people from those opposite them."

"The typical bedchamber contained a bureau, washstand, table, easy chair, and one or more straight-backed chairs. Bedrooms were not as ornately decorated as dining rooms or parlors, since they were rarely seen by anyone outside the immediate family."

BEST COPY AVAILABLE

Sold by A. SHERTS BRADEN,—Indianapolis, I

AN INVENTORY of the personal Estate of Jane Doe Jam. Isbell deceased, taken by George Davidson Administrator, and appraised by Samuel Sampson and E. J. Carr

DESCRIPTION OF PROPERTY.	VALUATION OF PROPERTY. Dollars	Cents.
Centre Table	8	50
Side Table	2	00
Four Work tables	6	00
Dining Chairs	6	00
One arm chairs	1	00
2 Rocking chairs	5	00
1 Sofas Lounge	10	00
Brussels Carpet	10	00
2 sets Curtains	11	00
3 Pictures	5	—
1 Painting	5	—
1 Lamps	1	—
Glass pitchers & glasses	1	25
1 Tea caddy	1	—
Shovel, tongs, fender & fire dogs	4	50
2 Globes	4	—
2 Photographs	1	—
1 Miniature		50
2 wax figures & Shades	3	—
1 Ivory		50
Cut glass bowl & cover	2	—
4 Cut glass dishes	2	—
Tureen	2	—
2 sideboard dishes	2	—
Hall matting, 3 rugs & 3 mats	3	—
5 Bookcases	15	—
6 Chairs	1	50
1 Breakfast table	2	00
Stair carpet, oilcloth & mats	3	50
1 Cupboard	5	—
1 Sideboard	5	—

NO.	Description of Property. PROPERTY TAKEN BY THE WIDOW.	VALUE OF PROPERTY. Dollars	
	Brought forward	337	25
	8 linen pillow cases @ 50 ¢	4	00
	15 Cotton " " @ 12 ¢	1	80
	6 bolster " @ 18 ¢	1	08
	18 Cotton sheets @ 60 ¢	10	80
	14 linen Table cloths @ $2.	28	00
	15 linen sheets @ $2	30	—
	3 linen bolster cases @ 75 ¢	2	25
	16 " pillow cases @ 50 ¢	8	00
	12 damask towels @ 25 ¢	3	—
	9 " " @ 25 ¢	2	25
	35 Common " @ 18 ¢	6	30
	3 Doz. napkins @ 25 ¢	9	—
	6 Small " @ 8 ¢		44
	Astronomie Pratique Francois		
	Introduc. to Astron. Bourgeatte.		
	Astronomy		
	" Vince		
	" Ferguson 2 vols.		
	Essays on Astronomie. Fry.		
	Astron. Obsrvt. Gillis		
	" Tables.		
	Physical Science, Landon		
	Naut Almn. for 1843, 45, 46, 47, 48, 49.		
	Report of Comrs. of Physical		
	Geog. Survey Indiana		
	50 Nat. Libbell's Living Age		
	Operative Mechan. Nicholson		
	Philosophy. Robinson		
	Natural History. Blake		
19	Bonnycastle's Magic		

15.20

	2 book cases	15 —		50 Nat. Lib. Ills. Living Age
29	Hall. 3 chairs	1 50		Operative Mechan. Nicholson
30	1 breakfast table	2 50		Philosophy. Robison
31	Stair carpet, oilcloth & rods	3 50		Natural Philos. Blake
32	1 Cupboard	5 —		Burnett's Magic
33	1 sideboard	8 —		Conversations on Chemistry
34	2 dining tables	4 —		Burnett's optics
35	1 washstand	1 —		Terrestrial Magnetism
36	6 chairs	3 —		U.S.C.S. Rep. 1851
37	Dining Room 1 rocking chair	50		Mechan. Mag. 2 vol.
38	2 lounges	2 —		Cavallo's Philos 2 vols
39	4 plated candlesticks	3 —		Bridge's Rec. 4 vols.
40	Carpet & Rug	5 —		Strength of Timber, Barlow.
41	1 Clock	1 —		Fairmount Waterworks.
42	1 basket & 2 waiters	2 —		Locomotive & Railways
43	2 curtains & 2 blinds	1 70		Philosophy - Franklin
44	3 wooden c. & brackets	2 —		Gardner on Steam engines
45	Stove, fixtures, & poker	7 —		Electricity - Roget.
46	Kitchen stove with fixtures	10 —		Young's Math. 2 vols.
47	Carpet and window blinds	1 15		Simpson's Algebra.
48	Table	65		Simpson's Fluxions 2 vols
49	Bureau	1 50		Simpson's Euclid
50	Safe	4 —		Bullen's Mathem. 2 vols.
51	2 chairs	80		" Recreat.
52	1 foot shelf	1 —		Vince's Fluxions
53	3 Cot. bands	60		Emerson's Algebra
54	Library 1 chair	10		Economy of Machinery, Babbage.
55	lot of china ware	1 —		Gerling's Ausgleichung. Rech.
56	lot of tin ware, pitcher, lantern &c	3 25		Mécanique Céleste, Laplace 5 vols.
57	2 bookshelves & 3 brackets	1 50		Civil Engineering, Gillespie
58	2 stone jars, 3 small " & 2 jugs	75		Lieferdorf's Geometry
59	2 clothes brushes	1 50		Railroads' Curves
60	1 sausage grinder	2 50		Locom. Engines, Mechan. 2 vols
61	2 porcelain lined kettles	3 —		Redgrave's Factories
62	lot of china ware in cellar	2 —		Operative Masonry
63	Cellar 1 large barrel "	50		Plane & Spher. Trig. Davies
64	Bedstead & mattress	8 —		Trigon. Davies & Peck
65	Bath stand, bottle.	2 50		Civil Engineering, Mahan
66	3 chairs	1 50		Obstruc. on Railways, Gray
67	1 bureau with glass	12 —		Incidents Railways, Mbl.
68	Sitting Room Carp. & Rug	3 50		Manual Railways & Canals
69	4 Curtains	1 90		Shades & Shadows, Davies
70	1 lounge & mattress	3 —		Practical Rigging, Darnell
71	Matting upper hall	1 —		Locomotives, Gordon.

Stock	4 –
Carpet & curtains	1 –
Bedstead, mattress	50
Stand, tub, bowl & pitcher, and	4 –
Washstand	2 –
Chair	40
Glass	40
Bedstead & mattress	4 50
Washstand, bowl & pitcher	75
2 chairs	50
Carpet & curtains	25
Bedstead & Mattress	8 –
1 Bureau	5 –
Washstand, bowl & pitcher,	
tub & hot close bracket	2 50
looking glass	15 –
Carpet, curtains, & chair	1 20
Bedstead & mattress	8 –
Bureau without glass	8 –
Bureau with "	11 –
Carpet & Curtains	4 –
1 Washstand, bowl & pitcher	6 –
Open washstand " "	4 –
Centre table	8 –
2 Rocking chairs	2 25
4 Chairs	1 60
75 lbs feathers in tick @ 30¢	22 50
Carried forward	337 25

50 Shares of Central Plank Road Co. of Indiana	00
40 Shares of the New Albany and Vincennes Plank Road Co., Indiana	600 00
14 Ounces of silver ware at 1¼ per ounce pounds	210
26 silver tea spoons @ 50¢ each	13
	1282 75

Examined by us, this Nineteenth day of February, 186

Appraise

"An inventory of the personal estate of Jane Dale FauntLeRoy, deceased, taken by George Davidson, Administrator, and appraised by James Sampson and E.T. Con. 1861

Description of Property

Parlor:
Centre Table
Side Table
Four (?) tables
Six chairs
one arm chair
2 Rocking chairs
1 sofa lounge
(?) Carpet
2 sets curtains
3 pictures
1 Painting
1 lamp
glass pitcher + glasses
1 tea caddy
Shovel, tongs, fender + fire (?)
2 globes
1 photograph
1 miniature
2 wax figures + shades
1 rug
cut glass bowl and cover
4 cut glass dishes
Tureen
2 inkstands

Hall:
Hall matting, 3 rugs + 3 mats
2 book cases
3 chairs
1 breakfast table
stair carpet, oilcloth + rods

Dining Room:
1 Cupboard
1 sideboard
2 dining tables
1 workstand
6 chairs
1 rocking chair
2 lamps
4 plated candlesticks
Carpet + Rug
1 Clock
1 bucket + 2 (?)
2 curtains + 2 blinds
5 wooden cov'd buckets
stove, pipe, + poker

Kitchen:
Kitchen stove with fixtures
Carpet and window blinds
Table
Dresser
Safe
2 chairs
1 pot shelf
3 cov'd barrels
1 shovel
lot of stone ware
lot of tin ware, oilcan, lanterns etc.
2 baskets + 3 buckets
2 sauce pans, 3 small tin buckets
2 clothes baskets
1 sausage grinder
2 porcelain lined kettles

Cellar:
lot of stone ware in cellar
1 large barrel

Spare room:
Bedstand + mattress
Washstand, bowl etc.
3 chairs
1 bureau with glass
carpet + rug
4 curtains
1 lounge + mattress

Upper Hall:
Matting, upper hall
1 bureau
1 clock

Arthur's room:
Carpet + curtains
Bedstand, Mattress
washstand, tub, bowl + pitcher, and tin water bucket
Chair
Glass

Servant's room:
Bedstand + Mattress
Washstand, bowl + pitcher
2 chairs
Carpet + curtain

Small bedroom:
Bedstand + Mattress
Bureau
Washstand, bowl + pitcher
tub + tin slop bucket
looking glass
Carpet, curtain, + chair

(?) room:
Bedstand + Mattress
Bureau without glass
Bureau with glass
Carpet + Curtains
Washstand, bowl + pitcher
Open washstand, bowl + pitcher
Centre table
2 Rocking chairs
4 chairs

75 lbs. feathers in tick @ 30¢

Linens:
8 linen pillow cases
15 cotton pillow cases
6 bolster cases
18 cotton sheets
14 linen table cloths
15 linen sheets
3 linen bolster cases
16 linen pillow cases
12 damask towels
9 damask towels
25 common towels
36 napkins
6 small napkins

80 Shares of Central Plank Road Co. of Indiana
40 Shares of the New Albany and Vincennes Plank Road, Co., Indiana

14 pounds of silver now at $15 per pound
26 silverhandled knives @ 50¢ each

Books:
Astronomie Pratigere Francois
Introduc. to Astron. (B-)
Astronomy
" Vince
" Ferguson 2 vols.
Essays on Astonomie, Ferg.
Astron. Obsus. Gulliss
" Tables.
Physical Sciences, Lardner
Naut. Alm. for 1843,45,46,47,48,49.
Report of Com'e of Physics
Geolog. Survey of Indiana
50 Nos. (L- L-)
Operative Mechan. Nicholson
Philosophy, Robinson
Natural Photos. Blake
Brewster's Magic
Conversations of Chemistry
Brewster's Optics
Terrestrial Magnetism
U.S.C.S. Rep. 1851
Mechan. Mag. 2 vols
Cavallo's Photos 2 vols.
Builder's rect. 4 vols.
Strength of timber, Brelow.
Fairmont Waterworks
Locomotives + Railroads
Philosophy + Franklin
Lardner on Steam engine
Electricity--Roget
Grange's Math. 3 vols.
Simpson's Algebra.
Simpson's Flurion 2 vols.
Simpson's Euclid
Hutton's Master's, 2 vols.
" Records
Vnia's Flurion
Emerson's Algebra
Economy of Machinery, (B-)
Gerling's (A- R-)
(M-) Celeste, Laplase 5 vols.
Civil Engineering, Igansin
(??)
Railroad's Earle
(L- E- M-) 2 vols.
Ledgolt's Hydraulics
Operative Masonry
Plane + Spher. Trig. Lardner
Trigon. (L- + B-)
Civil Engineering, Maksen

Books (cont.):
Obsus. on Railways, Gray
Treatise on Railways, (M-)
Merit of Railways + Canals
Shades + Shadows, Davis
Treatise on Roads, Pernell
Locomotion, Gordon.

Signed by us, this Nineteenth day of February, 1861..."

LESSON TWO

ON-SITE MEETING ONE

TITLE: Technology of Everyday life from 1840-60

PURPOSES:

To share homework assignments 1B

To utilize the GASLIGHT PROGRAM in facilitating understanding of tecnology in the 19th century

To be introduced to the procedure taken in reading a historical document

To be introduced to the method of interpreting a rooms in the Fauntleroy home, using the Fauntleroy will

To share individual interpretations with the other students

MATERIALS NEEDED:

Homework 1A and 1B assignments
Paper
Pencil
GASLIGHT PROGRAM, loaned from the Indiana State Museum
Copies of the Fauntleroy will (one per student)
Homework 2A worksheets (1 per student)

INTRODUCTION:

Students will share homework assignments and then be introduced to the technology of the 19th century by utilizing the GASLIGHT PROGRAM. After receiving copies of the Fauntleroy will, students will learn how to interpret the rooms of the Fauntleroy home, by analyzing the will. The homework assignment will be to keep a daily account of household purchases for a week, in addition to the meals they have eaten.

ACTIVITIES:

1. Students will share "BLACK-OUT" assignments and discuss what life would be like without power. Ask how would it affect their daily routines.

2. Students will be introduced to the technology of everyday life from 1840-69 by using the GASLIGHT PROGRAM.

3. Students will be given copies of the Fauntleroy will and will be instructed on the steps taken to interpret it.

4. Each student will choose a room in the Fauntleroy home to interpret for the rest of the class, using the Will to determine:

What the room was used for
What furniture was in the room

5. Students will compare/contrast artifacts present in the rooms to the appliances/furnishings found in their homes using their homework 1A assignments. They will determine what artifacts are no longer found useful in today's homes, as well as, what appliances are not present in the Fauntleroy home.

6. Students will evaluate advantages and disadvantages to living in the 19th century as opposed to present-day life.

HOMEWORK 2A "MY NEEDS, MY LISTS!"

Students will keep a daily account of household purchases for a week, using the record sheet provided. (The dollar amount is not necessary.) Groceries, drug store items, entertainment items, etc. should be included. In addition, students will keep a record of the meals they have eaten for a week, both at home and at school.

HOMEWORK - LESSON TWO

MY NEEDS, MY LISTS!

NAME:

DATE:

I. Keep a daily log of what you eat for a week. Don't forget your snacks!

MONDAY -
DATE:

Breakfast-

Lunch-

Dinner-

Snacks-

TUESDAY -
DATE:

Breakfast -

Lunch -

Dinner -

Snacks -

WEDNESDAY
DATE:

Breakfast -

Lunch -

Dinner -

Snacks

THURSDAY
DATE:

Breakfast -

Lunch -

Dinner -

FRIDAY
DATE:

Breakfast -

Lunch -

Dinner -

Snacks -

SATURDAY
DATE:

Breakfast -

Lunch -

Dinner -

Snacks -

SUNDAY
DATE:

Breakfast -

Lunch -

Dinner -

Snacks -

II. Keep an account of all household purchases for the week. You do NOT need to put how much items cost. You might want to help your mom with the grocery shopping for this!

FOOD ITEMS:

CLEANING SUPPLIES

DRUG STORE ITEMS

ITEMS PURCHASED FOR ENTERTAINMENT (VCR rental, movies, meals out, records, toys, etc.)

MISC. HOUSEHOLD ITEMS (shampoo, soap, etc.)

LESSON THREE

CLASS MEETING TWO

TITLE: Life at Home 1840-60

PURPOSES:

To share homework 2A (records of household items and meals for one week)
To compare/contrast student records with the Fauntleroy accounts
To interpret Fauntleroy accounts
To be introduced to ediquette of the time period
To provide further practice in interpreting historical documentation

MATERIALS NEEDED:

Paper
Pencil
Homework 2A assignments (daily accounts of household purchases for the week and record of meals eaten)
Excerpts from FAUNTLEROY HOUSE ACCOUNTS (one copy per student)
Excepts from EDIQUETTE BOOKS of the period TITLES:

(one per student)

INTRODUCTION:

After sharing homework assignments, students will be given copies of the Fauntleroy House Accounts. Students will work in small groups to interpret the records and compare/contrast them to their weekly records. For homework, students will be given a reading assignment reviewing ediquette during this time period.

ACTIVITIES:

1. Students will share their records of household items purchased in a week and the meals that they had eaten in this time. Discussion will follow.

2. Distribute copies of the FAUNTLEROY HOUSE ACCOUNTS to each student. Working in small groups, students will come up with their own conclusions as to what life was like during this time period. Areas to investigate from looking at the accounts might be:

Summarizing items used for entertainment, what was social

life like at the time?

Were people healthy?

What things were purchased for the household then, that are no longer purchased today? Why?

What do we purchase in a week, that the Fauntleroy's did not?

What can you discover about personal hygiene from the accounts?

What do you feel the Fauntleroy's might want from our shopping lists today?

What can you buy today that they could not?

3. Following group discussion, compile conclusions on one master list. (A student may act as secretary.)

4. Students will discuss what each of them needs personally in one week and compare/contrast their needs to the Fauntleroy's.

HOMEWORK 2B "MARVELOUS MANNERS!"

Students will be given copies of excerpts of ediquette books of the period to read and summarize for the next on-site meeting.

Mrs. Jane Dale Saunderson in a/c with Julius C Miller Dr.

1860			
Nov 1	To 1 Pound Cake 25 (Do 16) Pound Cake 25		50
16	" 2 lb Cheese 35 (Do 21) 5 lb Raisons 100	1	35
" 21	" 6 " Currants 120 (Do 30) Bread 20	1	40
Dec 4	" Bread 10 (Do 5) Bread 10		20
" 8	" Do 10 (Do) Cider 10		20
" 11	" Do 10 (Do) Do 10		20
" 13	" 1 Jelly Cake 35 (Do 14) Bread 10		45
" 15	" 1 Pound Cake 25 (Do) Bread 25		50
" 16	" Bread 25 (Do) 1 Jelly Cake 35		60
" 17	" Do 20 (Do 18) Bread 20		40
" 19	" 1 Pound Cake 25 (Do) Do 25		50
" 21	" Bread 25 (Do) Pound Cake 25		50
" 22	" Do 25 (Do 25) Bread 25		50
" 27	" Do 10 (Do) Pound Cake 25		35
" 28	" Do 5 (Do 29) Bread 25		30
" 29	" 2 Pound Cakes 50 (Do 30) Bread 25		75
" 31	" Bread 25 (Jan 1861) 2 lb Raisons 40		65
Jan 1861 1	" Do 25 (Do 2) Bread 25		50
4	" Do 20 (Do 6) Do 25		45
" 6	" 1 Pound Cake 25 (Do 7) Bread 20		45
" 9	" 1 Do Do 25 (Do 10) Do 25		50
" 10	" 1 Jelly Cake 35 (Do 11) Do 30		65
" 12	" ~~Bread 25 (Do) 1 Pound Cake 25~~		~~50~~
		12	20
	Less Error		50
		11	70

State of Indiana } Julius C Miller being sworn says
Perry Co ff, } that the above a/c is just and
correct and that no part of the same has been paid

Subscribed & Sworn to before me
the 18th Day of Febuary 1861
Jump Davidson Adm
Adm. of Saunderson Estate

Received Eleven 70/100 Dollars in full of the
above a/c from Jump Davidson Adm.
Julius C Miller

Dec	10	To 3 lbs. Blk. Tea @ 90 ¢ per Self					2	70
"	12	" 1 Bureau 15.00 1 Center Table 11.00 per Self		26	50			
"	"	" 1 Wash Stand 7.50 1 Bowl & Pitcher 175		9	25		35	75
"	"	" 2 Sides Meat 7 lbs @ 8 ¢		5	60			
"	"	" 10 lbs Tender-Loins @ 8 ¢		80				
"	"	" 22 lbs Ham 23 lbs @ 6 ¢		24	90		36	38
"	14	" 1 Sack Flour per Arthur		3	25			
"	"	" 1 Rocking Chair Same		3	25		6	50
"	15	" 1 Sugar Bucket per Self						60
"	20	" 6 Prs White Hose @ 25 ¢ per Self		1	50			
"	"	" 4 Linen Hdkfs. @ 25 ¢ " "		1	00			
"	"	" 1 Wooden Spoon " "			10		2	60
"	21	" 4 " Butter @ 20 ¢ per Constance			80			
"	"	" 4 Yds Turkey Red @ 30 ¢ " Same		1	20		2	00
"	"	" 1 Linen Hdkf per Self			20			
"	"	" 4 " Crushed Sugar @ 18 ¢ per Girl			72			
"	"	" 3 Linen Hdkfs. @ 30 ¢ per Mrs. Davidson			90			
"	"	" 3 " Do. @ 25 ¢ per Same			75			
"	"	" 1 Hand Basket per Same		1	25			
"	"	" 2 lbs Powdered Sugar per Self			32		4	14
"	"	" 5 3/3 Butter @ 20 ¢ 1,13 1 Comfort 1,50 per Self & Constance		2	63			
"	"	" 1 Pr. Blk. Pants		6	50		9	13
"	28	" 3 Pocket Hdkfs. per Self			75			
"	"	" 3 Bolts Cotton Tape 10 ¢ 9 Pieces Linen Tape per 30			40		1	15
"	31	" Sonze & Fenaux's Order accepted		16	00			
"	"	" Shoe Laces per Della			10		16	10
Feby	3	" 1 Wash Tub 125 6 2/3 lbs Loaf Sugar 100 per Self		2	25			
"	"	" 1 Quire Letter Paper			30		2	55
"	4	" 2 lbs Blk. Tea @ 90 ¢ per Arthur					1	80
"	7	" 2 " Star Candles @ 30 ¢						60
"	9	" 3 " Ditto @ 30 ¢ per Girl						90
		" 19 lbs Tender Loins @ 8 ¢ 1,52 2 1/2 " Lard @ 12 1/2 ¢ 31					1	83
		" 2 " Butter @ 15 ¢ per Della						30
860								
Dec	8	By Assumpt. A. D. Owen		50	00			
Feby	13	" this Amount down		70	03			
				$120	03	$120	03	
1861								
Feby	13	To balance due as per Settlement				$70	03	

State of Indiana } D. Appleton & Co being sworn says that the above is
Boone Co. } is just & correct & that said Balance still

Estate of D. W. Saunders to A. E. Scragg 10

1860							
Dec	12	To 1 Basket		Self	35		
"	"	" 5 Coffee		"	1 00		
"	"	" 1 Stone China Dish		"	1 00		
"	"	" 1 Chamber		"	50	2	85
"	13	" 1 Rockg Chair		"	1 00		
"	"	" 1 Childs Chair		"	2 15	6	15
"	14	" 1 Drab Hat		Son	2 50		
"	"	" 1 Coal Oil Lamp &c		for Miss Mary	75		
"	"	" 3 Qts Coal Oil		"	1 00	1	25
"	15	" 1 R. Childs Mills		Self	30		
"	"	" 2 China Mugs		"	50		
"	"	" 1 Tin Sugar Bowl		"	15		
"	"	" 1 1/2 Gall Jar		Dau	50		
"	"	" 6 Soup Plates		"	60		
"	"	" 1 Sac Salt		"	15	2	20
"	19	" 3 Chickens		Self	1 15		
"	"	" 2 Doz Sma Plates		"	2 40		
"	"	" 1 Toy Book		"	10	2	95
	20	" Amt of Sue Woodhams note & Interest, assumed			29 10		
"	"	" 1 Sma Willow Basket		Self	35		
"	"	" 1 pr Corset		"	2 00		
"	"	" 1 History Queen Elizabeth		"	75	32	50
"	21	" 1 Wash Board		Girl			35
"	"	" 2 Toy Books @ 10c		Dau	20		
"	"	" 1 1/2 Yd Green Flannel @ 50		"	75		95
"	22	" 2 Fine Shawls		Self		24	00
"	24	" 2 1/2 Yds Canvass @ 20		"	50		
"	"	" 1 Spool Cot		"	5		
"	"	" 1 Basket		"	70	1	25
"	25	" 1 Wool Scarf		"		1	40
"	26	" Salt-petre & Soda		"	10		
"	"	" 5 lb Sugar @ 12½		"	63		72
"	28	" 1 Gall Molasses		Girl	60		
"	"	" 1 " Coal Oil		"	1 30		
"	"	" 2 lb Butter		Self	40	2	30
"	29	" 3/3 Yds Lining		Dau	50		
"	"	" 1 Doz Buttons		"	10		60
"	31	" 3 Pack Pins		Self			30
"	3	" 2 Brooms		"	50		

"	"	" ½ " Sage			25	
"	"	" 1½ yd. Ribbon @ 10			15	90
"	8	" 1 Light 8 × 10 Glass		Doz		3
"	"	" 3 " Sugar (38) Sulphur (5)		"	43	
"	"	" 12 " Salt (12) Soda (5)			17	60
"	9	" 2 " Sugar				25
"	10	" 1 Lamp Chimney				20
60		Carried			62	$8 1. 75
[illegible]	[illegible]	[illegible]			[illegible]	[illegible]
		Total				$51. 75
		[illegible]				[illegible]

My Father

Dear Father, while daily and hourly I see
New proofs of your tender affection for me;
It may please you to know how your kindness has won
The return that it calls for – the love of a son.

Some fathers are distant, and stern, and severe,
They speak to command, and they govern by fear;
Obedience, indeed, by such means may be won,
But they fail in securing the love of a son.

Your praise, my dear Father, is easy to earn,
When you teach me, I feel it a pleasure to learn;
And when tasks are concluded, and duties are done,
You share in the pastimes and sports of your son.

I am often unthinking and idle, 'tis true,
But I freely confess all my follies to you;
You tell me what ways to pursue and to shun,
And you leniently look on the faults of your son.

Relax not your cares, dearest Father, I pray,
I shall need your kind counsels through life's busy way;
Continue the system so wisely begun,
And still be the friend and the guide of your son.

MRS ABDY *Green's Nursery Album*, 18..

The Father's Return

All the day long, in the cornfield so weary,
Father has toiled in the heat of the sun;
Now the great bell from the farm-yard rings cheery
Telling the time of his labour is done.

She nourisheth its body with food; she feedeth its mind with knowledge

My Mother

Mother, again I see you stand
Amid your prattling infant band;
Again, in haste, aside you lay
The book you wished to read to day:
Your time is given to us alone,
Scarcely a moment seems your own;
Where shall we ever find another
To care for us like you, my Mother?

You wisely train each well-loved child,
Gently you chide the rash and wild,
You tenderly support the meek,
And give protection to the weak;
I know that we are deemed to be
A fond, united family;
Your influence binds us to each other:
We owe our peace to you, my Mother.

Dear Mother! at a future day,
May we your ceaseless love repay;
Each hour may we recall in thought
The virtuous lessons you have taught,
And if enticed to go astray,
Oh! may we to our tempters say –
'The way we tread shall be no other
'Than that first shown us by our Mother.'

MRS ABDY *Green's Nursery A* ., 1848

Trouble with Servants

Soon after my husband and I went in, while we were sitting in the parlour, Mrs Jones had occasion to call a servant. I noticed that, when she rang the bell, she did so with a quick jerk; and I could perceive a tone of authority in the tingling of the bell, the sound of which was distinctly heard. Nearly two minutes passed before the servant made her appearance, in which time the bell received a more vigorous jerk. At last she entered, looking flushed and hurried.

'What's the reason you did not come when I first rang?' inquired our lady hostess, in a severe tone.

'I – I – came as quick as I could,' replied the girl, with a look of mortification at being spoken to before strangers.

'No, you didn't! It's your custom to wait until I ring twice. Now let this be the last time!'

And then, in a low voice, Mrs Jones gave the direction for which she had summoned her.

'Such a set!' ejaculated the lady, as the girl left the room. Her words were intended to reach other ears besides ours; and so they did. 'That girl,' she continued, addressing me, 'has a habit of making me ring twice. It really seems to give them pleasure, I believe, to annoy one. Ah, me! this trouble with servants is never-ending. It meets you at every turn.'

And for some time she launched out upon her favourite theme – for such it appeared to be – until her husband, who was evidently annoyed, managed to change the subject. Once or twice she came back to it before tea-time.

At last the tea-bell rang, and we ascended to the dining-room. We were just seated, when a frown suddenly darkened the brow of our hostess, and her hand applied itself nervously to the table-bell.

The girl who had set the table came up from the kitchen.

'There is no sugar in the bowl,' said Mrs Jones sharply. 'I wish you would learn to set the table while you are about it. I'm sure I've spoken to you often enough.'

As the girl took the sugar-bowl to fill it, the frown left the face of our hostess, and she turned to me with a bland smile, and asked whether I took sugar and cream. I replied in the affirmative; but did not smile in return, for I could not. I knew the poor girl's feelings were hurt at being spoken to in such a way before strangers, and this made me extremely uncomfortable.

'Do you call this cream?' was the angry interrogation of Mrs Jones, as the girl returned with the sugar, pushing towards her the cream-jug, which she had lifted from the table as she

'Yes ma'am,' was the reply.

'Look at it, and see, then.'

'It's the cream,' said the girl.

'If that's cream, I never want to see milk. Here! take it away and bring me the cream.'

The girl looked confused and distressed. But she took the cream-jug and went down stairs with it.

'That's just the way they always do!' said Mrs Jones, leaning back in her chair. 'I really get out of all patience sometimes.'

In a little while the girl returned.

'It's the cream, ma'am, as I said. Here's the milk.' And she presented two vessels.

Mrs Jones took both from her hands with an ill-natured jerk. It was as the girl had said.

'Such cream!' fell from the lips of our hostess, as she commenced pouring it into the cups already filled with tea.

The girl went down stairs to take back the milk she had brought up, but she was scarcely at the bottom of the stairs, when the bell was rung for her.

'Why don't you stay here? What are you running off about?' said Mrs Jones, as she came in hurriedly. 'You know I want you to wait on the table.'

And so it was during the whole meal. The girl was not once spoken to except in a tone of anger or offensive authority.

I was no longer surprised that Mrs Jones found it difficult to keep good domestics, for no one of feeling can long remain with a woman who speaks to them always in a tone of command, or who reproves them in the presence of visitors.

My husband was very severe upon Mrs Jones after we returned home. 'No lady,' said he, 'ever spoke in anger or reproof to a domestic before a visitor or stranger. Nothing more surely evinces a vulgar and unfeeling mind.'

T. S. ARTHUR *Homes Scenes and Home Influences*, 1866

A Chapter for Young America

I have a few words for the private ear of Young America. These are not for the girls. I have something private for them when I see them; but they will please to skip this page, and say nothing about it. This is for the boys.

And now, my young friends, let me give you a piece of advice: don't spit, if you can help it! If you must spit, do it privately. Never spit on a carpet; never spit on a floor. Never do this in a private house; never do it in a hotel; never do it in a steam boat; never do it in a rail-car; never in a church or meeting house. You may not know it; but spitting is offensive to well-bred people, and if you would not disgust them, do it always as privately as possible.

It is true that some people who imagine themselves to be well-bred, are in the habit of spitting right and left, as if it were an accomplishment. I have seen tall walking, tall talking Americans, young and old, do this. I have seen them do it in the halls, and reading-rooms, and parlors of the fine hotels in Broadway. Nay, I have seen them do it in the Representatives'

Hall, and the Senate room, and the room of the Supreme Court, at Washington. Nevertheless, this is a very vulgar and offensive habit, and I am sorry to say, it is exclusively an American habit. In no other part of the world do persons, pretending to be gentlemen, defile halls, and parlors, and carpets, and furniture, with human slaver.

I remember once, while travelling in Italy, to have been in a steamboat, on the Mediterranean. It was a beautiful day, and as we were running along the coast of Sardinia, all the passengers were on deck. Some were English, some French, some Italians, and a few were Americans. Among the latter was a young man, having the easy air of our rich countrymen abroad – seated in a chair upon the deck, by himself. He sat looking forth upon the water, and occasionally dropping his spittle between his feet, on the deck. He repeated this till he had made quite a puddle, which swayed to and fro with the lurches of the vessel. At last it broke loose, and flowed in a stream across the deck. 'Look there,' said a young Englishman to his companion, 'do you see the *American Autograph*!' Young America did not hear this; had he heard it, he would not have understood it. Even if it had been said to him that he should not spit before people, I fear he might have resented it as an encroachment upon his natural rights; for I must tell you that he chewed tobacco, and what can a man do – who chews tobacco – but spit?

While I am on the subject of tobacco, let me say a word which I wish all my young friends to remember. I say it after long observation and due reflection. *No man can be a gentleman, who chews tobacco*! The reason is, that it defiles the mouth, it defiles the breath, and it begets a constant necessity for an issue of black saliva, from the mouth. To be a gentleman, is to be clean, personally: to chew tobacco, is to be filthy personally. So, whoever wishes to be a gentleman, let him not chew tobacco.

I beg to repeat that this is a private chapter, only whispered in the ear of my young countrymen, for whose welfare and prosperity, I feel a deep interest. All others, I trust, will have the delicacy never to mention the subject.

S. G. GOODRICH *Juvenile Forget-Me-Not*, 1858

1882

CHAPTER XXIII.

General Rules of Conduct.

IN society, everybody should receive equal attention, the young as well as the old. A high authority says, "If we wish our young people to grow up self-possessed and at ease, we must early train them in those graces by giving them the same attention and consideration we do those of maturer years. If we snub them, and systematically neglect them, they will acquire an awkwardness and a deprecatory manner, which will be very difficult for them to overcome."

GRACEFULNESS OF CARRIAGE.

Physical education is indispensable to every well-bred man and woman. A gentleman should not only know how to fence, to box, to ride, to shoot and to swim, but he should also know how to carry himself gracefully, and how to dance, if he would enjoy life to the utmost. A graceful carriage can best be attained by the aid of a drilling master, as dancing and boxing are taught. A

man should be able to defend himself from ruffians, if attacked, and also to defend women from their insults. Dancing and calisthenics are also essential for a lady, for the better the physical training, the more graceful and self-possessed she will be. Every lady should know how to dance, whether she intends to dance in society or not. Swimming, skating, archery, games of lawn-tennis, and croquet, riding and driving, all aid in strengthening the muscles and giving open air exercise, and are therefore desirable recreations for the young of both sexes.

ATTITUDE.

Awkwardness of attitude is a mark of vulgarity. Lolling, gesticulating, fidgeting, handling an eye-glass, a watch-chain or the like, gives an air of *gaucherie*. A lady who sits cross-legged or sidewise on her chair, who stretches out her feet, who has a habit of holding her chin, or twirling her ribbons or fingering her buttons; a man who lounges in his chair, nurses his leg, bites his nails, or caresses his foot crossed over on his knee, shows clearly a want of good home training. Each should be quiet and graceful, either in their sitting or standing position, the gentleman being allowed more freedom than the lady. He may sit cross-legged if he wish, but should not sit with his knees far apart, nor with his foot on his knee. If an object is to be indicated, you must move the whole hand, or the head, but never point the finger.

COUGHING, SNEEZING, ETC.

Coughing, sneezing, clearing the throat, etc., if done at all, must be done as quickly as possible. Snuffing, hawking and expectorating must never be done in society. A sneeze can be checked by pressing the thumb or fingers firmly across the bridge of the nose. If not checked, the face should be buried in the handkerchief, during the act of sneezing, for obvious reasons.

ANECDOTES, PUNS AND REPARTEES.

Anecdotes should be seldom brought into a conversation. Puns are always regarded as vulgar. Repartee should be indulged in with moderation, and never kept up, as it degenerates into the vulgarity of an altercation.

A SWEET AND PURE BREATH.

The breath should be kept sweet and pure. Onions are the forbidden fruit, because of their offensiveness to the breath. No gentleman should go into the presence of ladies smelling of tobacco.

SMOKING.

It is neither respectful nor polite to smoke in the presence of ladies, even though they have given permission, nor should a gentleman smoke in a room which ladies are in the habit of frequenting. In those homes when the husband is permitted to smoke in any room of the house, the sons will follow the father's example, and the air of the rooms becomes like that of a public house.

SUPPRESSION OF EMOTION.

Suppression of undue emotion, whether of laughter, of anger, or of mortification, of disappointment, or of selfishness in any form, is a mark of good breeding.

A GOOD LISTENER.

To be a good listener is almost as great an art as to be a good talker; but it is not enough only to listen, you must endeavor to seem interested in the conversation of those who are talking. Only the low-bred allow their impatience to be manifest.

GIVE PRECEDENCE TO OTHERS.

Give precedence to those older or of higher social position than yourself, unless they required you to take the precedence, when it is better to obey than to refuse. Be more careful to give others their rank of precedence than to take your own.

BE MODERATE.

Always express your own opinions with modesty, and, if called upon, defend them, but without that warmth which may lead to hard feelings. Do not enter into argument. Having spoken your mind, and thus shown you are not cowardly in your beliefs and opinions, drop the subject and lead to some other topic. There is seldom any profit in idle discussion.

GOVERNING OUR MOODS.

We should subdue our gloomy moods before we enter society. To look pleasantly and to speak kindly is a duty we owe to others. Neither should we afflict them with any dismal account of our health, state of mind or outward circumstances. Nevertheless, if another makes us the confidant of his woes, we should strive to appear sympathetic, and if possible help him to be stronger under them. A lady who shows by act, or expresses in plain, curt words, that the visit of another is unwelcome, may perhaps pride herself upon being no hypocrite. But she is, in reality, worse. She is grossly selfish. Courtesy requires her, for the time being, to forget her own feelings, and remember those of her visitor, and thus it is her duty to make that visitor happy while she remains.

A LADY DRIVING WITH A GENTLEMAN.

When a lady offers to drive a gentleman in her phaeton, he should walk to her house, if he accepts the invitation, unless, the distance being great, she should propose to call for him. In that case he will be on the watch, so as not to keep her waiting, and, if possible, meet her on the way.

AN INVITATION CANNOT BE RECALLED.

An invitation, once given, cannot be recalled, even from the best motives, without subjecting the one who recalls it to the charge of being either ignorant or regardless of all conventional rules of politeness. There

is but one exception to this rule, and that is when the invitation has been delivered to the wrong person.

AVOID TALKING OF PERSONALITIES.

Avoid speaking of your birth, your travels and of all personal matters, to those who may misunderstand you, and consider it boasting. When induced to speak of them, do not dwell too long upon them, and do not speak boastfully.

ABOUT PERSONS' NAMES.

Do not speak of absent persons, who are not relatives or intimate friends, by their Christian names or surnames, but always as Mr. ——, or Mrs. ——, or Miss ——. Never name anyone by the first letter of his name, as "Mr. C." Give a foreigner his name in full when speaking of him.

SHUN GOSSIP AND TALE-BEARING.

Gossip and tale-bearing are always a personal confession either of malice or imbecility. The young of both sexes should not only shun these things, but, by the most thorough culture, relieve themselves from all temptation in that direction.

REMOVING THE HAT.

A gentleman never sits in the house with his hat on in the presence of ladies. Indeed, a gentleman instinctively removes his hat as soon as he enters a room, the habitual resort of ladies. A gentleman never retains his hat in a theatre or other place of public entertainment

DO NOT CONTRADICT.

Never directly contradict anyone. Say, "I beg your pardon, but I think you are mistaken or misinformed," or some such similar phrase which shall break the weight of direct contradiction. Where the matter is unimportant it is better to let it pass without correction.

EXPRESSING UNFAVORABLE OPINIONS.

You should be exceedingly cautious about expressing an unfavorable opinion relative to a young lady to a young man who appears to be attracted by, and attentive to her. If they should marry, the remembrance of your observations will not be pleasurable to yourself nor the married parties.

A CONVERSATION CHECKED.

If a person checks himself in a conversation, you should not insist on hearing what he intended to say. There is some good reason for checking himself, and it might cause him unpleasant feelings to urge him to carry out his first intentions.

VULGARITIES.

Some of the acts which may be classed as vulgarities when committed in the presence of others are given:

To sit with your back to a person, without asking to be excused.

To stand or sit with the feet wide apart.

To hum, whistle or sing in suppressed tones.

To stand with the arms akimbo; to lounge or yawn, or to do anything which shows disrespect, selfishness or indifference.

To correct inaccuracies in the statements of others, or their modes of speech.

To use profane language, or stronger expression than the occasion justifies.

To chew tobacco and its unnecessary accompaniment, spitting, are vulgar in the extreme.

MISCELLANEOUS RULES.

A gentleman precedes a lady passing through a crowd; ladies precede gentlemen under ordinary circumstances.

Give your children, unless married, their Christian names only, or say "my daughter" or "my son," in speaking of them to any one except servants.

Ladies in escorting each other, never offer to take the arm.

Acknowledge an invitation to stop with a friend, or any unusual attention without delay.

Never boast of birth, money or friends, or of any superior advantages you may possess.

Never ridicule others, be the object of your ridicule present or absent.

Always show respect for the religious opinions and observances of others, no matter how much they may differ from your own.

It shows a want of courtesy to consult your watch, either at home or abroad. If at home, it appears as though you were tired of your company, and wished them to be gone. If abroad, it appears as though the hours dragged heavily, and you were calculating how soon you would be released.

Do not touch or handle any of the ornaments in the house where you visit. They are intended to be admired, not handled by visitors.

Do not read in company. A gentleman or lady may, however, look over a book of engravings or a collection of photographs with propriety.

Every species of affectation should be avoided, as it is always detected, and exceedingly disagreeable.

You should never scratch your head, pick your teeth, clean your nails or pick your nose in company.

Never lean your head against the wall, as you may disgust your wife or hostess by soiling the paper of her room.

Never slam a door or stamp noisily on entering a room.

Always be punctual. You have no right to waste the time of others by making them wait for you.

Always hand a chair for a lady, pick up her glove and perform any little service she may seem to require.

Never attract attention to yourself by talking or laughing loudly in public gatherings.

Keep yourself quiet and composed under all circumstances. Do not get fidgety. If you feel that time drags heavily, do not let this be apparent to others by any visible sign of uneasiness.

Refrain from absent-mindedness in the presence of others. You pay them a poor compliment if you thus forget them.

Never refuse to accept an apology for an offense, and never hesitate to make one, if one is due from you.

Never answer another rudely or impatiently. Reply courteously, at whatever inconvenience to yourself.

Never intrude upon a business man or woman in business hours unless you wish to see them on business.

Never engage a person in private conversation in presence of others, nor make any mysterious allusions which no one else understands.

On entering a room, bow slightly as a general salutation, before speaking to each of the persons assembled.

Do not seem to notice by word or glance, the deformity of another.

To administer reproof to anyone in the presence of others is very impolite. To scold at any time is unwise.

Never undertake a commission for a friend and neglect to perform it.

Never play a practical joke upon anyone, or answer a serious remark by a flippant one.

Never lend a borrowed book, and never keep such a book a single day after you are done with it.

Never pass between two persons who are talking together; and never pass before persons when it is possible to pass behind them. When such an act is absolutely necessary, always apologize for so doing.

"Never speak of a man's virtues before his face, or his faults behind his back," is a maxim to be remembered.

Another maxim is, "In private watch your thoughts; in your family watch your temper; in society watch your tongue."

Never address a mere acquaintance by his or her Christian name. It is a presumption at which the acquaintance may take offense.

Haughtiness and contempt are among the habits to be avoided. The best way is to deal courteously with the rude as well as with the courteous.

In the presence of others, talk as little of yourself as possible, or of the business or profession in which you are engaged.

CHEERFULNESS AT THE TABLE.

Children should not be prohibited from laughing and talking at the table. Joyousness promotes the circulation of the blood, enlivens and invigorates it, and sends it to all parts of the system, carrying with it animation, vigor and life. Controversy should not be permitted at the table, nor should any subjects which call forth political or religious difference. Every topic introduced should be calculated to instruct, interest or amuse. Business matters, past disappointments and mishaps should not be alluded to, nor should bad news be spoken of at the table, nor for half an hour before. All conversation should be of joyous and gladsome character, such as will bring out pleasant remarks and agreeable associations. Reproof should never be administered at the table, either to a child or to a servant; no fault found with anything, and no unkind word should be spoken. If remarks are to be made of absent ones, they should be of a kind and charitable nature. Thus will the family table be the center of pleasant memories in future years, when the family shall have been scattered far and near, and some, perhaps, have been laid in their final resting-place.

GENERAL RULES ON TABLE ETIQUETTE.

Refrain from making a noise when eating, or supping from a spoon, and from smacking the lips or breathing heavily while masticating food, as they are marks of ill-breeding. The lips should be kept closed in eating as much as possible.

It is rude and awkward to elevate your elbows and move your arms at the table, so as to incommode those on either side of you.

Whenever one or both hands are unoccupied, they should be kept below the table, and not pushed upon the table and into prominence.

Do not leave the table before the rest of the family or guests, without asking the head, or host, to excuse you, except at a hotel or boarding house.

Tea or coffee should never be poured into a saucer to cool, but sipped from the cup.

If a person wishes to be served with more tea or coffee, he should place his spoon in his saucer. If he has had sufficient, let it remain in the cup.

If by chance anything unpleasant is found in the food, such as a hair in the bread or a fly in the coffee, remove it without remark. Even though your own appetite be spoiled, it is well not to prejudice others.

Always make use of the butter-knife, sugar-spoon and salt-spoon, instead of using your knife, spoon or fingers.

Never, if possible, cough or sneeze at the table.

At home fold your napkin when you are done with it and place it in your ring. If you are visiting, leave your napkin unfolded beside your plate.

Eat neither too fast nor too slow.

Never lean back in your chair, nor sit too near or too far from the table.

Keep your elbows at your side, so that you may not inconvenience your neighbors.

Do not find fault with the food.

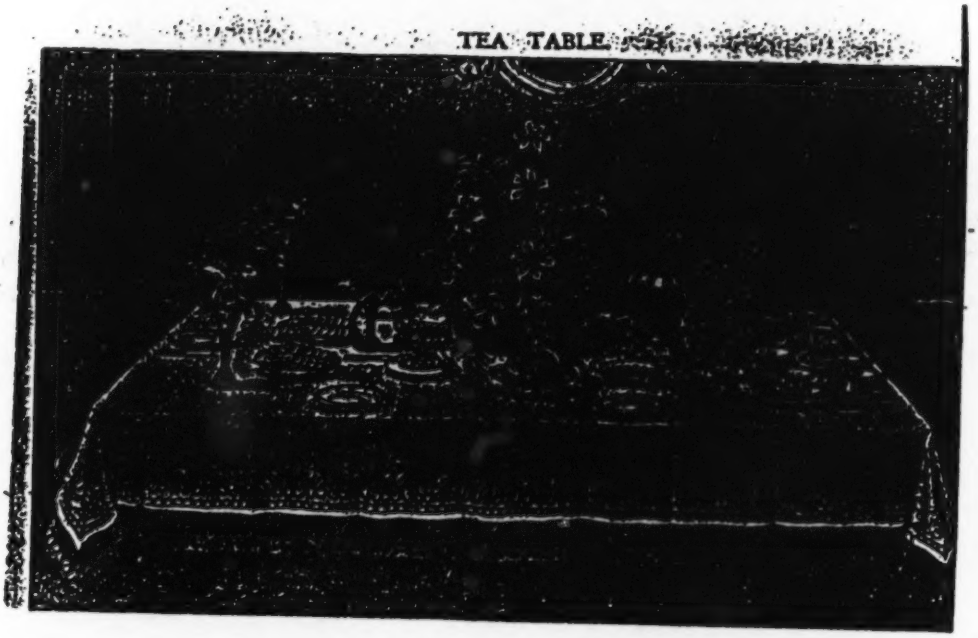
The old-fashioned habit of abstaining from taking the last piece upon the plate is no longer observed. It is to be supposed that the vacancy can be supplied, if necessary.

If a plate is handed you at the table, keep it yourself instead of passing it to a neighbor. If a dish is passed to you, serve yourself first, and then pass it on.

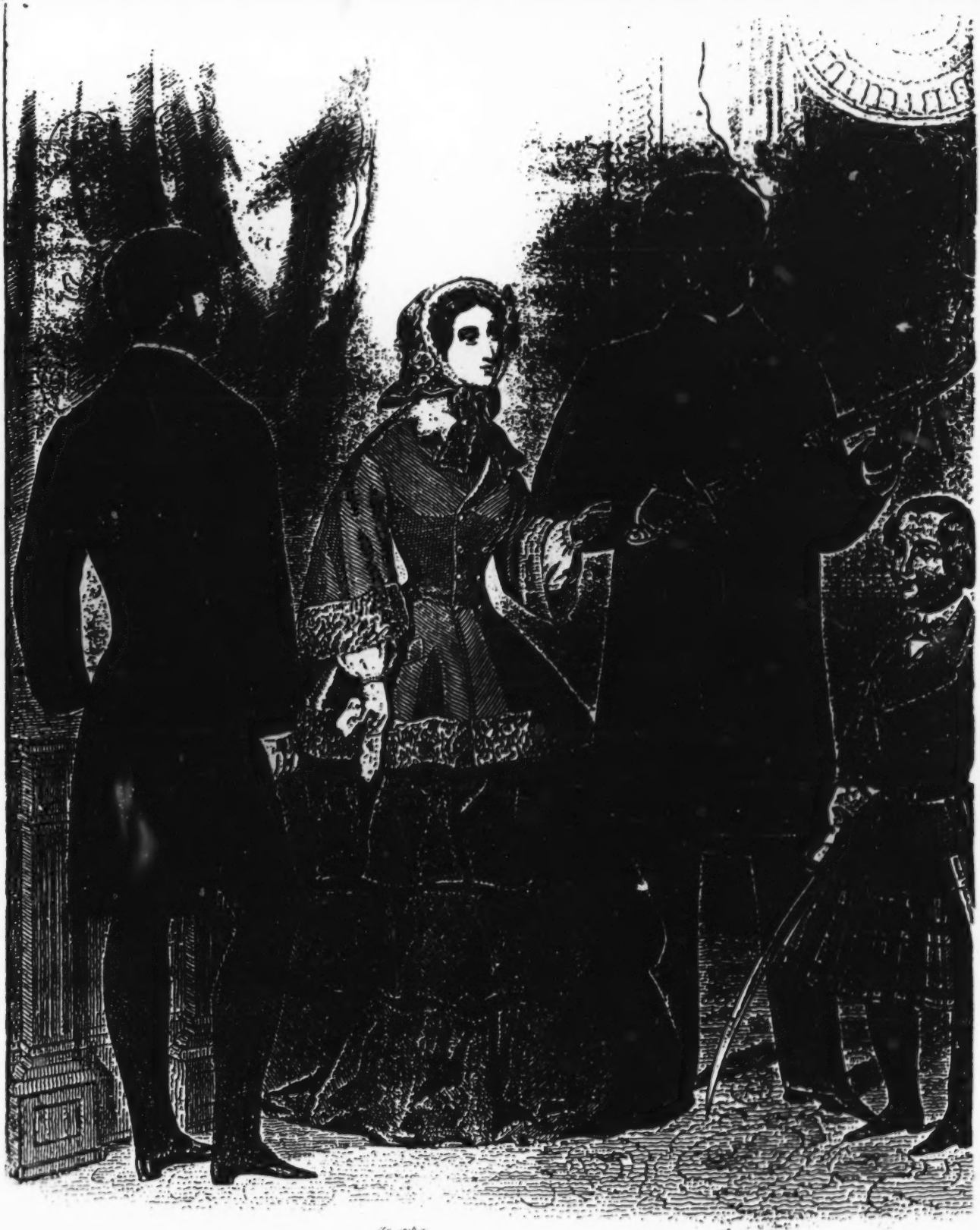
The host or hostess should not insist upon guests partaking of particular dishes; nor ask persons more than once, nor put anything on their plates which they have declined. It is ill-bred to urge a person to eat of anything after he has declined.

When sweet corn is served on the ear, the grain should be pared from it upon the plate, instead of being eaten from the cob.

Strive to keep the cloth as clean as possible, and use the edge of the plate or a side dish for potato skins and other refuse.



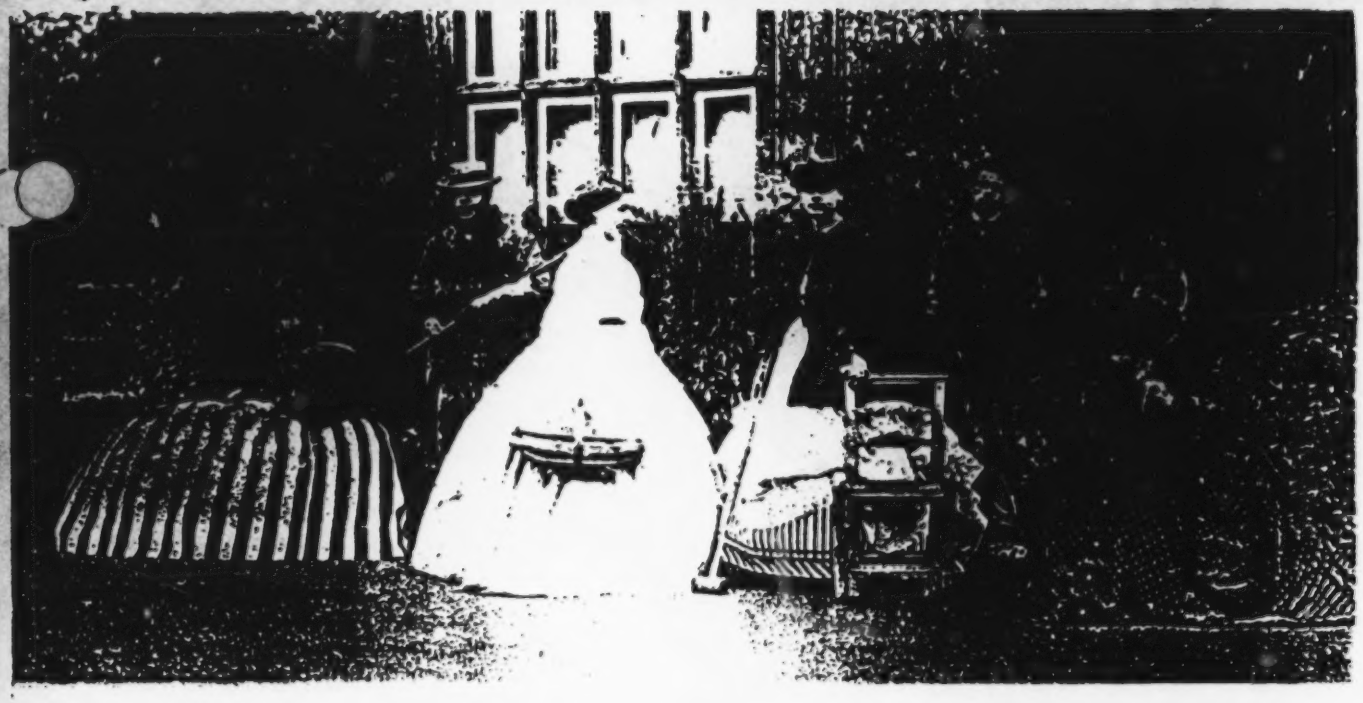
BELOW: The ritual of afternoon tea at its most formal was perfected in the 'seventies, when this drawing by Du Maurier appeared in *Punch*.



Jour

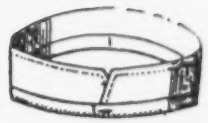
THE CUTTERS

of London

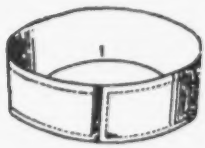


ABOVE: The crinoline reached its most extravagant dimensions in the early 'sixties. Its inconvenience barred its adoption by the working class, hence its absence from the huge displays of second-clothing in Petticoat Lane (BELOW), where many of the London poor bought their clothes. Others went to districts such as Seven Dials (OPPOSITE) or Hackney, where there were numerous old clothes shops.

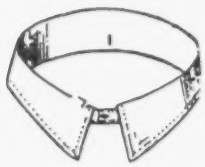
By contrast with the fanciful and elaborate fashions adopted by their wives, Victorian husbands usually dressed in sombre gear. The broad checked unmentionables worn by the Postmaster-General, Sir James Fergusson (LEFT), or the sugar-loaf topper of Mr Gainsford Bruce, MP (RIGHT) were about as far as a gentleman of the 'nineties could go and still remain a gentleman.



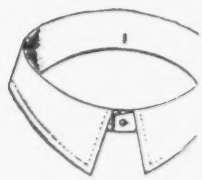
GUARDS



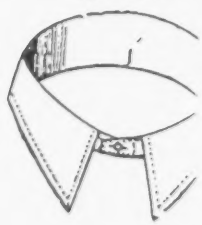
KINGSTON.



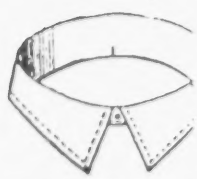
IMPROVED YACHT.



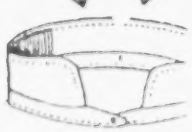
SALISBURY.



POLO.



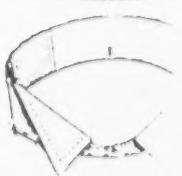
SHAKESPEARE.



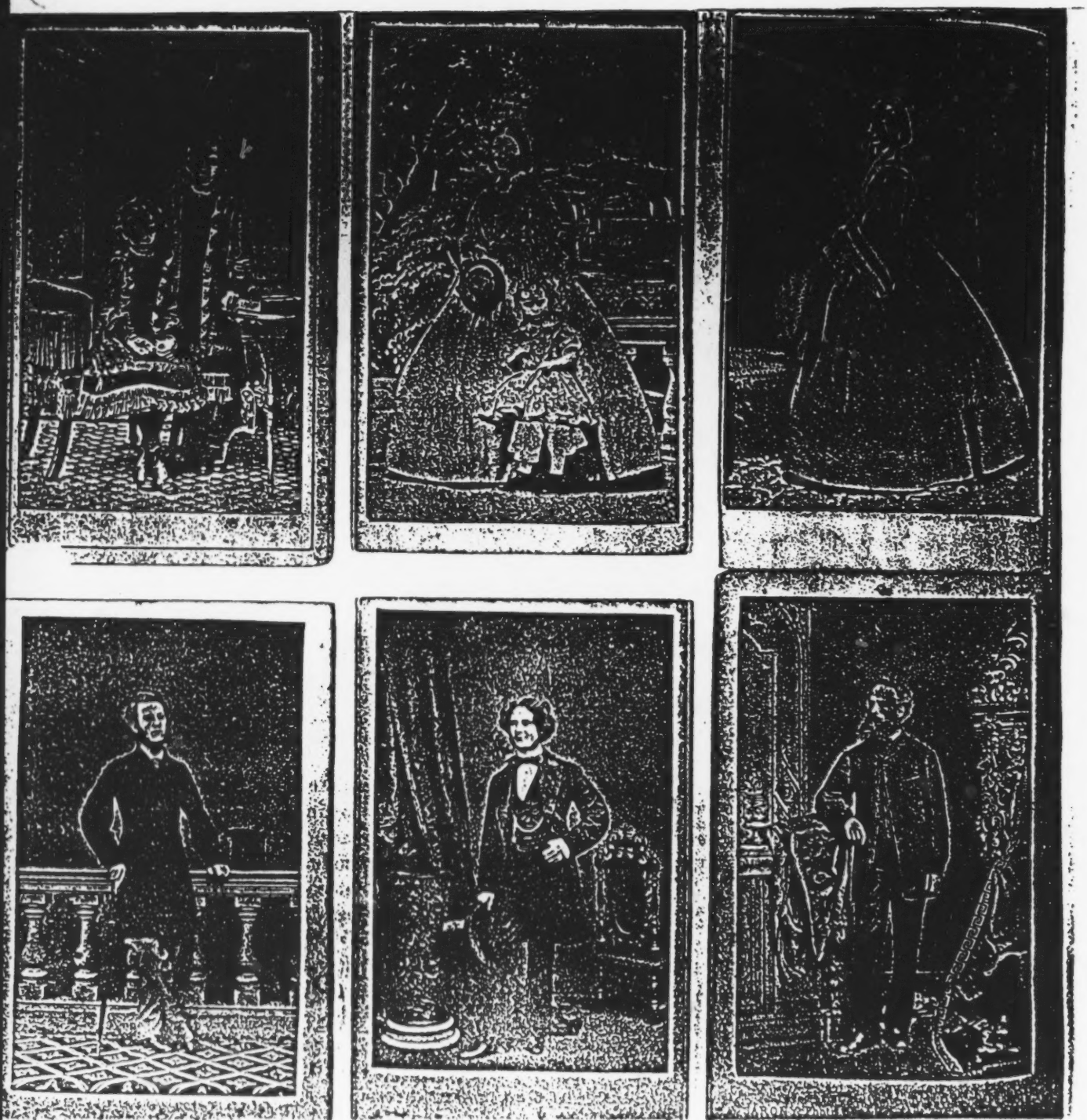
ST. LEGER (GROOM'S).

MORNINGTON.

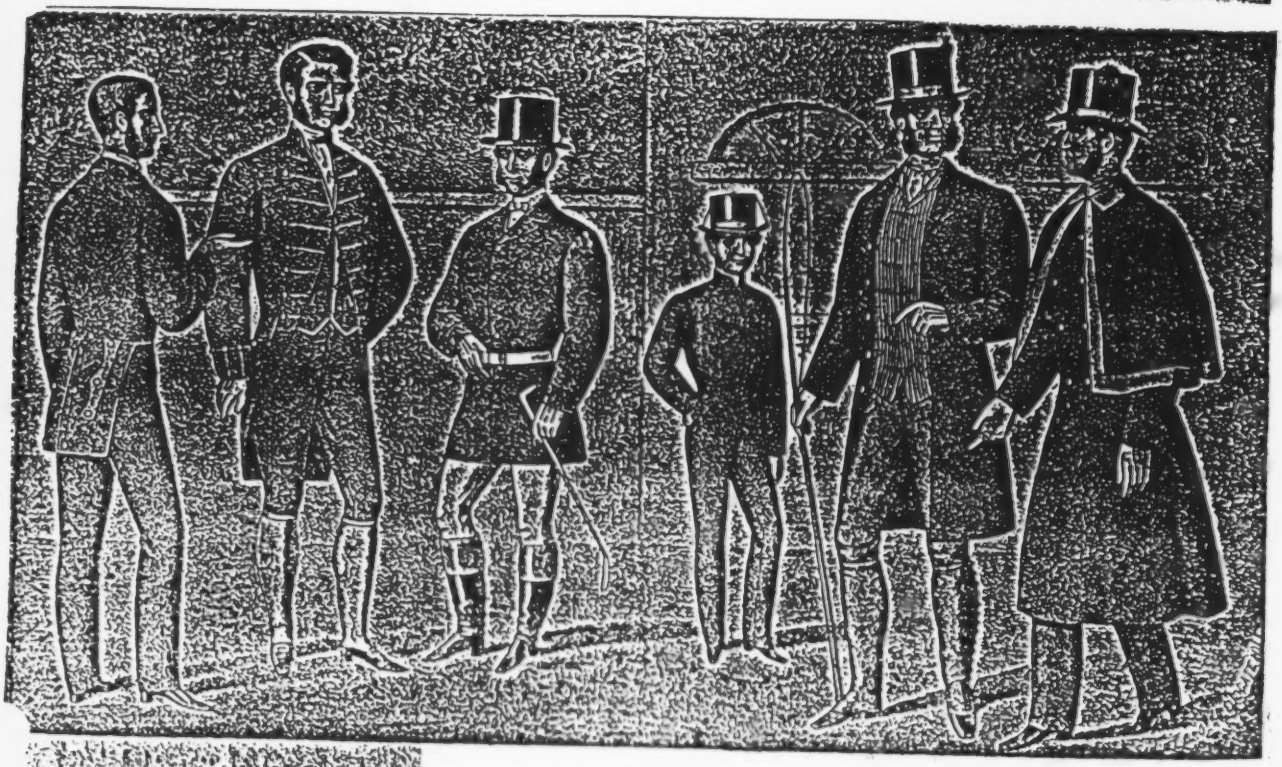
LANCER.



MARINE



The Victorian child had much to put up with besides Victorian parents. *Fashionable Wear for the Juvenile Nobility*, a plate from the early 'forties, shows that fun and games were not restricted merely by parental sanctions.



ABOVE: The uniforms of the lower orders were significant status symbols. As men's clothes became more sober, except for occasions of grandeur, only the *nouveaux riches* clad their staffs in ostentatious liveries.

LESSON FOUR

ON-SITE MEETING TWO

TITLE: Time for Tea!

PURPOSES:

To investigate the social skills of 1840-69
To summarize the role of each family member in this period of time
To role-play a tea party of the time period
To create a family tree of the Fauntleroy members
To evaluate the Fauntleroy family members

MATERIALS NEEDED:

Paper
Pencil
Homework 2B assignments (Marvelous Manners-excerpts from ediquette books)
FAUNTLEROY FAMILY TREE worksheet (one per student)
FAUNTLEROY FAMILY PHOTOS AND NAMES (one copy per student)
FAUNTLEROY FAMILY INFORMATION SHEETS (one copy per student)

INTRODUCTION:

Students will be discussing what social life was like from 1840-60 and what was considered proper ediquette. The role of each family member, including children and servants, will be introduced and discussed. Students will then role-play a tea party, using proper ediquette of the time. The homework assignment will be to create a Fauntleroy Family Tree by matching family names (including the Owen brothers) to their corresponding photos and places on the family tree, as well as write an editorial about the most interesting Fauntleroy.

ACTIVITIES:

1. After reviewing excerpts from ediquette books, (homework 2B) students will discuss the social life of the period and compare/contrast it to their social life today. (As well as that of their parents)

2. Students will be introduced to the roles of family members, including children and servants, during this time period. They may be encouraged to take notes.

3. Students will summarize what dress, conversation, beverage, food, and procedure was involved in giving a tea party during this time period. They will then role-play a tea party in the

dining room of the Fauntleroy home.

HOMEWORK 3A "THE FABULOUS FAUNTLEROY FAMILY!"

1. Students will create a Fauntleroy Family Tree by matching names and photos and placing them in their correct positions on a family tree worksheet. Additional information will be given about the family members to help students with part two of the assignment.

2. By reading the information about the Fauntleroy's, students will write a brief editorial about which Fauntleroy was the most interesting, or had the greatest impact on society. They should include support for their opinions.

THE FAUNTLEROYS AND THE OWENS...

Constance Fauntleroy
Ellinor Fauntleroy
Edward Fauntleroy
Arthur Fauntleroy
Robert Henry Fauntleroy
Jane Dale Owen Fauntleroy

Robert Dale Owen
William Owen
David Dale Owen
Richard Dale Owen

REMEMBER!! FOUR OF THESE PEOPLE ARE NOT PICTURED ON THE NEXT PAGE!!

62

63

ONE--born 1802 died 1842 came to New Harmony in 1824
an early leader and organizer of the town of New Harmony
a merchant
edited the New Harmony Gazette
organized the Thespian Society

TWO--born 1806 died 1849 came to New Harmony in 1827
a musician, a bridge builder, an engineer
expert on astronomy
wrote a book of dances
invented a telescope, a weaving machine
could play chess blindfolded and remember where all the pieces were
died in Mexico

THREE--born 1841 died 1860
worked with the coastal and geodetic survey in California
died at age 28
never married, no children

FOUR--born 1837 died 1908
studied in Europe
a singer who loved to dance
always an invalid
a mountain near Seattle is named for FOUR
was living in San Francisco during the 1906 earthquake
married, three children

FIVE--born 1801 died 1877
active in women's rights movement
advocated education for all
a legislator in Indiana, a Congress member in Washington
helped establish the Smithsonian Institute
US ambassador to Naples
married, four children

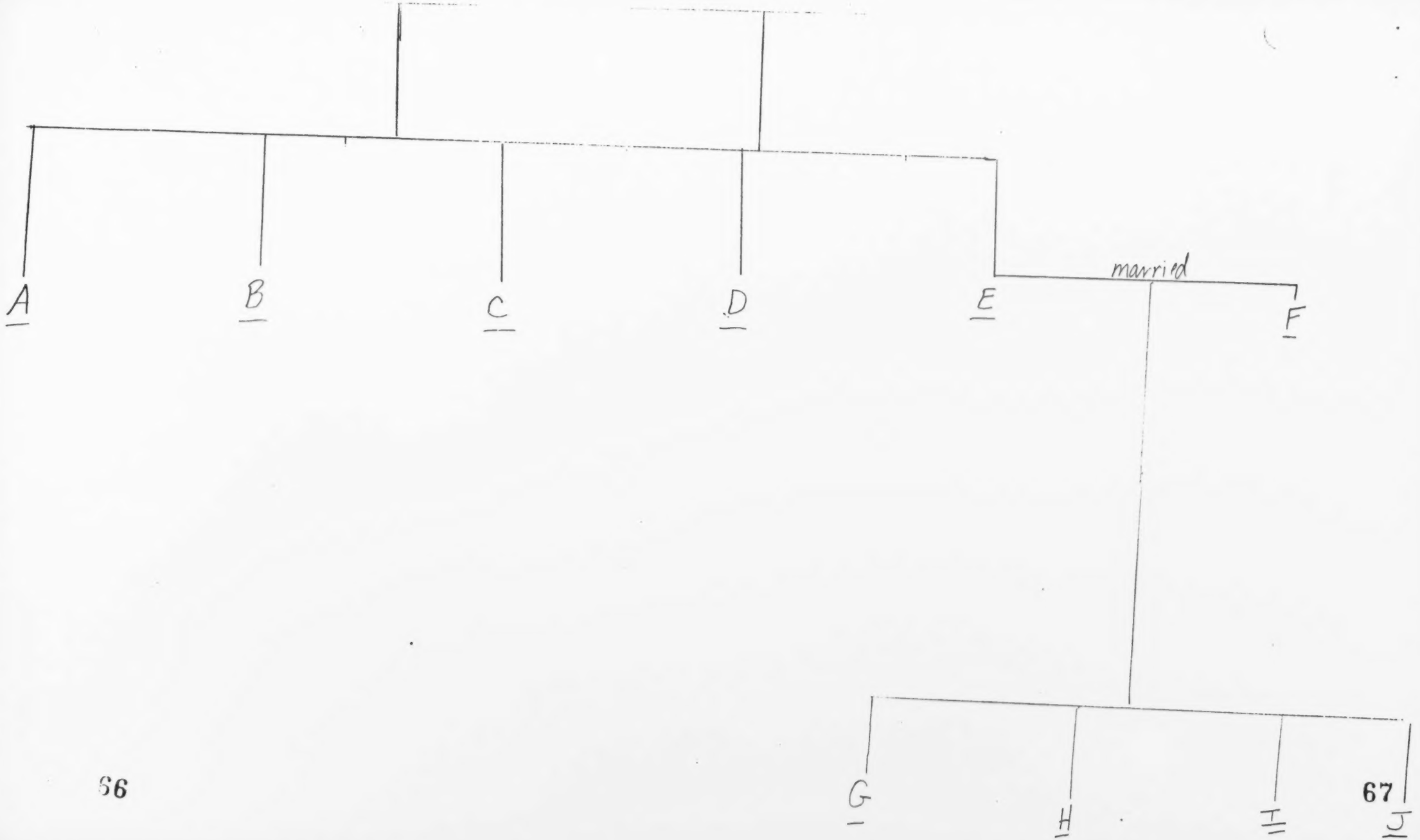
SIX--born 1810 died 1890
fought in the Civil War and worked with Confederate prisoners
a farmer
a professor of natural philosophy at Indiana University
an illustrator
first president of Purdue University

SEVEN--born 1836 died 1911
wrote own autobiography
founded the Minerva Society and two other clubs outside of New Harmony
a mountain near Seattle is named for SEVEN
an author and a poet
active in women's rights
very religious
married, four children

EIGHT--born1805 died 1861
organized schools in New Harmony, including one in own home
ran a girls' boarding school in New Harmony
taught music lessons
played the harp
a poet
often assisted local scientists with their work and their speeches and reports

NINE--born 1843 died 1884
was in the Signal Corps in the Civil War
a civil engineer who designed bridges and railroads
died in Milwaukee
never married

TEN--born 1807 died 1890
"the one handsome Owen"
a chemist and a surveyor in the Midwestern states
built the Laboratory in New Harmony
the US Geologist at one time
married, four children
died in Arkansas


A
B
C
D
E
married
F
G
H
I
J

LESSON FIVE

CLASS MEETING THREE

TITLE: What's My Fauntleroy?

PURPOSES:

To share 3A homework assignments of the Fauntleroy Family Trees.
To play "What's My Fauntleroy?"
To be introduced to the Minerva Society
To compare/contrast present day social organizations with the Minerva Society
To prepare a debate and poem for a Minerva Society meeting

MATERIALS:

Paper
Pencil
Homework 3A assignments
EXCERPT'S OF THE MINERVA SOCIETY'S MINUTES (one copy per student)

INTRODUCTION:

After sharing homework assignments, students will play "What's My Fauntleroy?" Students will then be introduced to the Minerva Society and why it was formed. After investigating excerpts of the minutes from several of the meetings, students will compare/contrast this organization to present-day organizations. For homework, students will prepare a debate and poem for a Minerva meeting.

ACTIVITIES:

1. Students will share their homework assignments, which were the Fauntleroy Family Trees and the editorials they wrote on the most interesting Fauntleroy.

2. Students will then be instructed on how to play "What's My Fauntleroy?" One person will choose a Fauntleroy and the others must try and guess who it is by asking only "yes" and "no" type questions. The person who guesses correctly will be the next one to choose.

3. Distribute copies of excerpts of the Minerva Society's Minutes to the students. Working in small groups to analyze the minutes, students will determine the following:

The purpose for the society being formed

The background of members in the society
The evaluation system used to judge written manuscripts and debates
How the society reflects the values and needs of its members
How this organization is like/not like present day adult organizations (What does this tell us about how society has changed since then?)

HOMEWORK 3B "Manuscripts for Minerva!"

1. Students will prepare a debate on the following issue:

"ARE WE MADE SUPERIOR BY AN EDUCATION?" (this was actually debated at an October, 1859 meeting of the Minerva Society.)

Students will decide beforehand, which stand they will take.

2. Students will also prepare a poem about character or another "Timeless" topic. (Ex. trust, greed, love, honor, honesty, friendship, etc.)

LESSON SIX

ON-SITE MEETING THREE

TITLE: Minerva Meeting

PURPOSES:

To conduct a Minerva Society type meeting in the Parlor where they were held
To create a rating scale for evaluating work be presented at the meeting
To practice role-playing the tea party and Minerva meeting for the reception night
To experience what homework was like in the 19th century

MATERIALS NEEDED:

EXCERPTS OF MINUTES OF MINERVA SOCIETY MEETINGS
Homework 3B assignments (debate and poem for Minerva Meeting)
Paper
Pencil
EXCERPTS from PETER PIPER'S PRACTICAL PRINCIPLES OF PLAIN AND PERFECT PRONOUNCIATION (First published in 1830)-
EXCERPTS from MCGUFFEY'S FIFTH ECLECTIC READER (1879)

INTRODUCTION:

Students will hold a Minerva Society type meeting and evaluate prose presented, as well as the debate they will have prepared ahead of time. The last forty-five minutes of the program will be spent role-playing the Minerva Meeting and Tea Party for the evening reception. Students will be given a 19th century homework assignment for the next class session.

ACTIVITIES:

1. Students will meet in the Parlor for the Minerva Society Meeting. A secretary will be appointed to take notes. Students will decide on how to evaluate each poem, and also how to evaluate the debate they have prepared.

2. Students will conduct the debate on the issue "ARE WE MADE SUPERIOR BY AN EDUCATION?" They will give support for their ideas.

3. Each student will present his/her poem to be evaluated. Discussion concerning this type of meeting will follow.

4. Students will spend the last forty-five minutes role-playing

the Tea Party in the dining room and the Minerva Society meeting in the Parlor.

HOMEWORK 4A "19TH CENTURY HOMEWORK, HOMEWORK!"

Students will each be given a page from PETER PIPER'S PRACTICAL PRINCIPLES OF PLAIN AND PERFECT PRONOUNCIATION to memorize and recite at the next class session. They will also be given a copy of one of the lessons from the MCGUFFEY READER to read aloud at the next meeting.

LESSON SEVEN

CLASS MEETING FOUR

TITLE: It's a Child's Life!

PURPOSES:

To understand what school was like in the mid nineteenth century
To be introduced to games children played in the mid nineteenth century
To compare/contrast children's games of the past to present day games

MATERIALS:

PETER PIPER'S PRACTICAL PRINCLIPLES OF PLAIN AND PERFECT PRONOUNCIATION
MCGUFFEY'S FIFTH READER
Penmanship excercises in resource kit
KATE GREENAWAYS'S BOOK OF GAMES
MAGIC MIRROR GAME (antique optical toy-Mcloughlin Bros.)
Paper
Pencil

INTRODUCTION:

Students will have memorized assignments from 19th century school books. A school lesson will be conducted as it would have been during the mid nineteenth century. Students will be introduced to games of the nineteenth century. They will demonstrate a few of them for the class. For homework, students will compare/contrast nineteenth century games to our modern day games in the form of an essay or chart.

ACTIVITIES:

1. Conduct class as it would have been in the 19th century. Students will recite everything out loud. Each will recite a lesson from PETER PIPERS PRACTICAL PRINCIPLES, will read a portion of the lesson from McGuffy, will be asked to do some mathematical problems orally, and will have a penmanship assignment. Discussion will follow the lesson, with students comparing/contrasting the lessons to modern day assignments.

2. Distribute portions of KATE GREENAWAY'S BOOK OF GAMES. (19th century)

3. Students will form small groups and each will choose a game to demonstrate for the class. (MAGIC MIRROR will also be

included here)

4. Students will make a list of the games they presently play and which ones they feel would fascinate a child of the 19th century.

HOMEWORK 4B "GAMES TO PLAY - BOTH PAST AND TODAY!"

1. Students will compare/contrast 19th century games to the games they play today either in essay form or on a chart.

2. Students will bring the costume they will wear to the reception on May 6 with them to the next on-site meeting.

LESSON EIGHT

ON-SITE MEETING FOUR

TITLE: Practice Makes Perfect!

PURPOSES:

To share homework 4B assignments comparing/contrasting games of the nineteenth century
To practice role-playing for the evening reception

MATERIALS NEEDED:

Costumes for each student
Paper
Pencil
Poems or debates for Minerva Meeting
Games and homework assignments for role-playing

INTRODUCTION:

After students share homework assignments comparing/contrasting games of the 19th century to present day games, students will practice role-playing for the evening reception.

ACTIVITIES:

1. Share homework 4B assignments. Have students discuss the impact technology has made on the games we play today. Have students decide which games today are the most exciting or enjoyable to play. Have them decide how a 19th century child would react to the games of today.

2. Have students change into their costumes for the reception. If they need to be improved, inform the students. Boys can wear bow ties and white shirts with suspenders. Their dark slacks can be rolled up or stuffed into long pairs of socks. Girls can wear ruffled dresses or long skirts with ruffled blouses. Their hair can be worn up or with curls and ribbons.

3. Students will role-play their parts for the evening reception. There will be three groups:

Group 1 - Tea party

Group 2 - Minerva Society Meeting

Group 3 - Games and homework assignments

Each group can role-play for the class. Students and adults can give suggestions for improvement.

HOMEWORK

"Practice Makes Perfect!"